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FORM # OFP-135
EDAC APPROVED
Approved 3/2/2012 for 2012-2013

Colorado's Unified Improvement Plan for Schools for 2012-13

Organization Code: 0880 District Name: DENVER COUNTY 1 School Code: 3778 School Name: HARRINGTON ELEMENTARY SCHOOL SPF Year: 2012 Accountable by: 1 Year

Section I: Summary Information about the School

Directions: This section summarizes your school's performance on the federal and state accountability measures in 2011-12. In the table below, CDE has pre-populated the school's data in **blue** text. This data shows the school's performance in meeting minimum federal and state accountability expectations as shared through the School Performance Framework (SPF) data. This summary should accompany your improvement plan.

Student Performance Measures for State and Federal Accountability

Performance Indicators	Measures/ Metrics		2011-12 Federal and State Expectations			2011-12 School Results			Meets Expectations?
			Elem	MS	HS	Elem	MS	HS	
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura **Description:** % P+A in reading, writing, math and science **Expectation:** %P+A is at or above the 50th percentile by using 1-year or 3-years of data	R	71.65%	-	-	34.74%	-	-	Overall Rating for Academic Achievement: Does Not Meet * Consult your School Performance Framework for the ratings for each content area at each level.
		M	70.89%	-	-	40.38%	-	-	
		W	53.52%	-	-	23.58%	-	-	
		S	47.53%	-	-	10.42%	-	-	
			Median Adequate SGP			Median SGP			
			Elem	MS	HS	Elem	MS	HS	
Academic Growth	Median Student Growth Percentile **Description:** Growth in TCAP/CSAP for reading, writing and math and growth in CELApro for English language proficiency **Expectation:** If district met adequate growth: then median SGP is at or above 45. If district did not meet adequate growth: then median SGP is at or above 55.	R	65	-	-	51	-	-	Overall Rating for Academic Growth: Meets * Consult your School Performance Framework for the ratings for each content area at each level.
		M	75	-	-	57	-	-	
		W	73	-	-	57	-	-	
		ELP	43	-	-	53	-	-	

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Student Performance Measures for State and Federal Accountability (cont.)

Performance Indicators	Measures/ Metrics	2011-12 Federal and State Expectations	2011-12 School Results	Meets Expectations?	
Academic Growth Gaps	Median Student Growth Percentile **Description:** Growth for reading, writing and math by disaggregated groups. **Expectation:** If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your district's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.	See your school's performance frameworks for listing of median growth by each disaggregated group.	Overall Rating for Growth Gaps: Meets * Consult your School Performance Framework for the ratings for each student disaggregated group at each content area at each level.	
Post Secondary/ Workforce Readiness	Graduation Rate **Expectation:** at 80% or above on the most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above	Best of 4-year through 7- year Grad Rate - using a - year grad rate	-	Overall Rating for Post Secondary Readiness: -
	Disaggregated Graduation Rate **Expectation:** at 80% or above on the disaggregated group's most recent 4-year, 5-year, 6-year or 7-year graduation rate.	At 80% or above for each disaggregated group	See your school's performance frameworks for listing of 4-year, 5-year, 6-year and 7-year graduation rates for disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, and English Language Learners.	-	
	Dropout Rate **Expectation:** At or below State average overall.	-	-	-	
	Mean ACT Composite Score **Expectation:** At or above State average	-	-	-	

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Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for Completing Improvement Plan
State Accountability			
Preliminary Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)		Based on preliminary results, the school is approaching or has not met state expectations for attainment on the performance indicators and is required to adopt and implement an Improvement Plan. The plan must be submitted to CDE by April 15, 2013 to be uploaded on SchoolView.org, unless other programs require an earlier submission. Refer to the UIP website for more detailed directions on plan submission, as well as the in UIP Handbook to ensure that all required elements are captured in the school's plan at: http://www.cde.state.co.us/uip/UIP_TrainingAndSupport_Resources.asp. Once the plan type for the school has been finalized, this report will be re-populated in December 2012.
ESEA and Grant Accountability			
Title I Formula Grant	Program's resources are allocated based upon the poverty rates of students enrolled in schools and districts and are designed to help ensure that all children meet challenging state academic standards.	Title I Schoolwide	In addition to the general requirements, all schools operating a Title I Schoolwide program must complete the Schoolwide addendum. Schools identified under another program (e.g., state accountability) will need to submit a plan for review by CDE by January 15, 2013. All other Title I schools will submit their plan to CDE for posting on SchoolView.org by April 15, 2013. CDE may require a review of the school's UIP during a monitoring site visit or during a desk review.
Title I Focus School	Title I school with a (1) low graduation rate (regardless of plan type), and/or (2) Turnaround or Priority Improvement plan type with either (or both) (a) low-achieving disaggregated student groups (i.e., minority, ELL, IEP and FRL) or (b) low disaggregated graduation rate. This is a three-year designation.	Not identified as a Title I Focus School	This school has not been identified as a Title I Focus school and does not need to meet the additional requirements.
Tiered Intervention Grant (TIG)	Competitive grant (1003g) for schools identified as 5% of lowest performing Title I or Title I eligible schools to implement one of four reform models as defined by the USDE.	Not a TIG Awardee	This school does not receive a TIG grant and does not need to meet those additional requirements.
Improvement Support Partnership (ISP) or Title I School Improvement Grant	Competitive Title I grant to support school improvement through a diagnostic review (i.e., facilitated data analysis, SST) or an implementation focus (i.e., Best First Instruction, Leadership, Climate and Culture).	Not a Title I School Improvement Grant Awardee	This school does not receive a School Improvement grant and does not need to meet those additional requirements.

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Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	

Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

☑ State Accountability ☑ Title IA (Targeted Assistance or Schoolwide) ☐ Title I Focus School ☐ Tiered Intervention Grant (TIG)

☐ Implementation Support Partnership Grant (ISP) or Title I School Improvement Grant ☐ Other: _____

School Contact Information (Additional contacts may be added, if needed)		
1	Name and Title	Cindy Miller, Principal
	Email	cynthia_miller@dpsk12.org
	Phone	720-424-6420
	Mailing Address	2401 E. 37th Avenue Denver, CO 80205-3513
2	Name and Title	Adrienne Lopez, Assistant Principal
	Email	adrienne_lopez@dpsk12.org
	Phone	720-424-6420
	Mailing Address	2401 E. 37th Avenue Denver, CO 80205-3513

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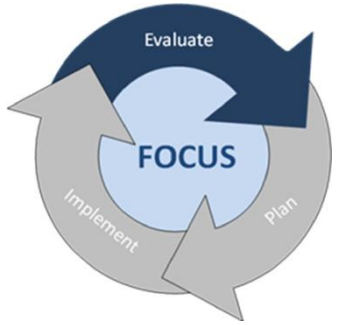
Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations, describing progress toward targets for the prior school year, describing what performance data were used in the analysis of trends, identifying trends and priority performance challenges (negative trends), describing how performance challenges were prioritized, identifying the root causes of performance challenges, describing how the root causes were identified and verified and what data were used, and describing stakeholder involvement in the analysis. Additional guidance on how to engage in the data analysis process is provided in Unified Improvement Planning Handbook.



Worksheet #1: Progress Monitoring of Prior Year's Performance Targets

Directions: This chart supports analysis of progress made towards performance targets set for the 2011-12 school year (last year's plan). While this worksheet should be included in your UIP, ***the main intent is to record your school's reflections to help build your data narrative.***

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Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year, 34% of third – fifth grade students will score proficient or advanced on TCAP reading. By the end of the 2011-2012 school year, 34% of third – fifth grade students will score proficient or advanced on TCAP reading.	By the end of the 2011-2012 school year, 32% of third – fifth grade students were proficient or advanced on TCAP reading. We missed our target by 2 points. By the end of the 2011-2012 school year, 32% of third – fifth grade students were proficient or advanced on TCAP reading. We missed our target by 2 points.	6th graders in reading: challenge that students are many years behind; we need more support for all teachers.
	By the end of the 2011-2012 school year, 43% of sixth grade students will score proficient or advanced on TCAP reading.	By the end of the 2011-2012 school year, 38% of sixth grade students were proficient or advanced on TCAP reading. We missed our target by 5 points.	
Academic Growth	By the end of the 2011-2012 school year, our median growth percentile will be 63.	By the end of the 2011-2012 school year, our median growth percentile was 51. We missed our target by 12 points.	
Academic Growth Gaps	By the end of the 2011-2012, our median growth percentile for our English Language Learners will be 64.	By the end of the 2011-2012, our median growth percentile for our English Language Learners was 52. We missed our target by 12 points.	
Post Secondary Readiness	N/A		

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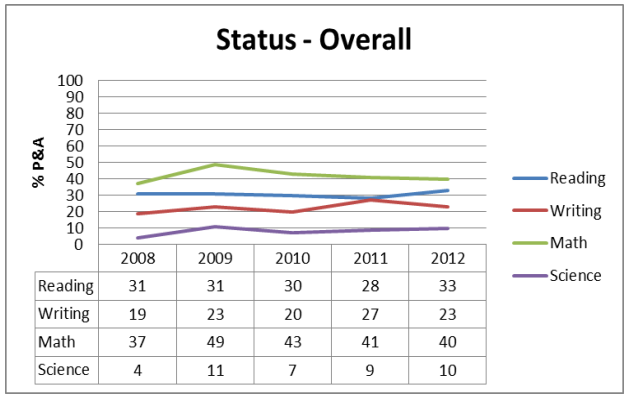
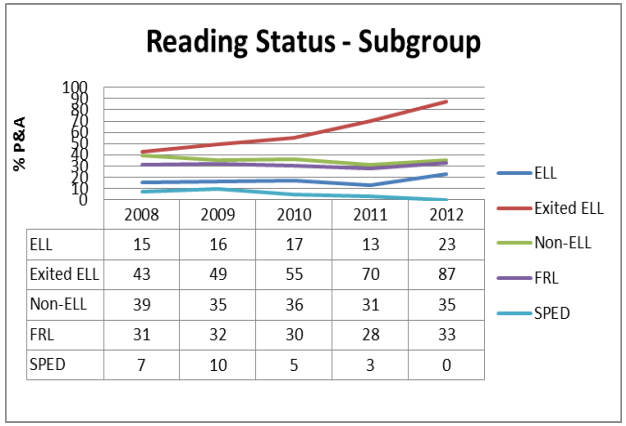
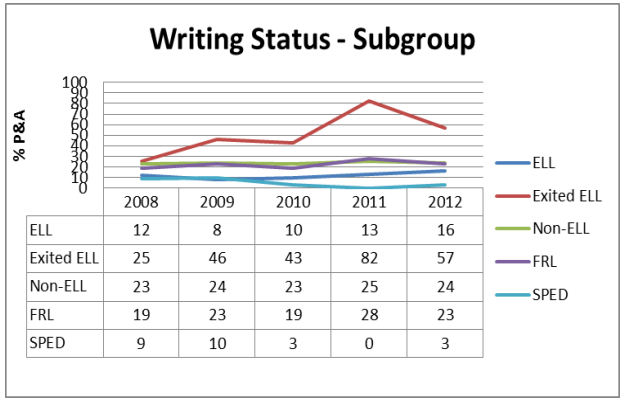
Worksheet #2: Data Analysis

Directions: This chart supports planning teams in recording and organizing observations about school-level data in preparation for writing the required data narrative. Planning teams should describe positive and negative trends for all of the four performance indicators using at least three years of data and then prioritize the performance challenges (based on notable trends) that the school will focus its efforts on improving. The root cause analysis and improvement planning efforts in the remainder of the plan should be aimed at addressing the identified priority performance challenge(s). A limited number of priority performance challenges is recommended (no more than 3-5); a performance challenge may apply to multiple performance indicators. At a minimum, priority performance challenges must be identified in any of the four performance indicator areas where minimum state and federal expectations were not met for accountability purposes. Furthermore, schools are encouraged to consider observations recorded in the "last year's targets" worksheet. Finally, provide a brief description of the root cause analysis for any priority performance challenges. Root causes may apply to multiple priority performance challenges. You may add rows, as needed.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
Academic Achievement (Status)	 2008 2009 2010 2011 2012 Reading 31 31 30 28 33 Writing 19 23 20 27 23 Math 37 49 43 41 40 Science 4 11 7 9 10 The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 72. The percentage of our students scoring proficient and advanced on the writing CSAP/TCAP has decreased and increased each year from 2008-2012 and is below the state's expectation of 54. The percentage of our students scoring proficient and	The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2008-2012 (31, 31, 30, 28, 33) with the most recent score being 38 points below the state's expectation.	We lack consistency around the implementation of best practices during our flooding block. We lack common unit planning time to address standards-based practices, instructional goals, and progress monitoring.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	advanced on the math CSAP/TCAP has decreased each year from 2009-2012 and is below the state's expectation of 71. The percentage of our students scoring proficient and advanced on the science CSAP/TCAP has increased each year from 2010-2012 and is below the state's expectation of 48.		
	 2008 2009 2010 2011 2012 ELL 15 16 17 13 23 Exited ELL 43 49 55 70 87 Non-ELL 39 35 36 31 35 FRL 31 32 30 28 33 SPED 7 10 5 3 0 The percentage of our English Language Learners scoring proficient and advanced on the reading CSAP/TCAP has decreased and increased from 2008-2012 and is below the state's expectation of 72. The percentage of our Exited English Language Learners scoring proficient and advanced on the reading CSAP/TCAP has increased each year from 2008-2012 and exceeds the state's expectation of 72. The percentage of our Non-English Language Learners and our Free and Reduced Lunch Students scoring proficient and advanced on the reading CSAP/TCAP has remained stable		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	from 2008-2012 and is below the state's expectation of 72. The percentage of our Special Education Students scoring proficient and advanced on the reading CSAP/TCAP has decreased each year from 2009-2012 and is currently below the state's expectation of 72.		

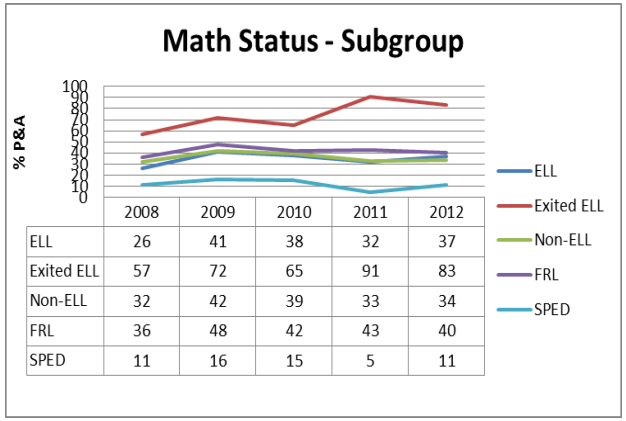


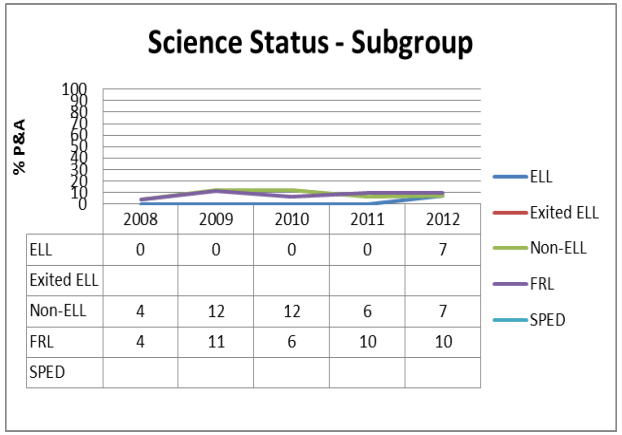
	2008	2009	2010	2011	2012
ELL	12	8	10	13	16
Exited ELL	25	46	43	82	57
Non-ELL	23	24	23	25	24
FRL	19	23	19	28	23
SPED	9	10	3	0	3

The percentage of our English Language Learners scoring proficient and advanced on the writing CSAP/TCAP has increased from 2009-2012 and is below the state's expectation of 54.

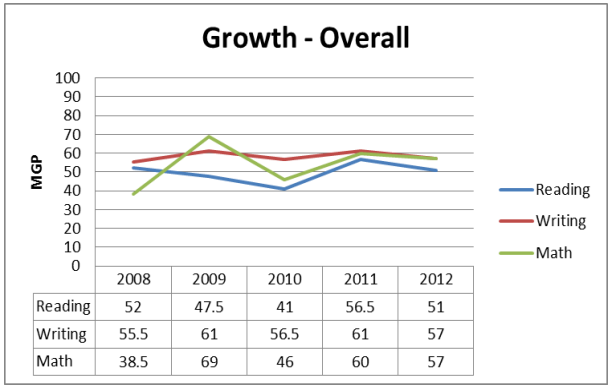
The percentage of our Exited English Language Learners and our Free and Reduced Lunch Students scoring proficient and advanced on the writing CSAP/TCAP has increased and decreased each year from 2008-2012 and exceeds the state's expectation of 54.

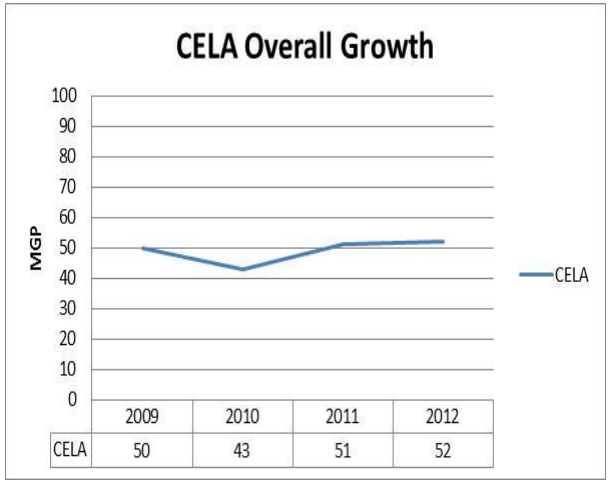
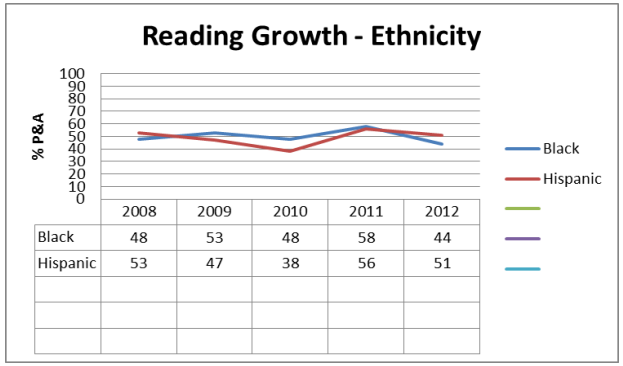
The percentage of our Non-English Language Learners scoring proficient and advanced on the writing CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 54.

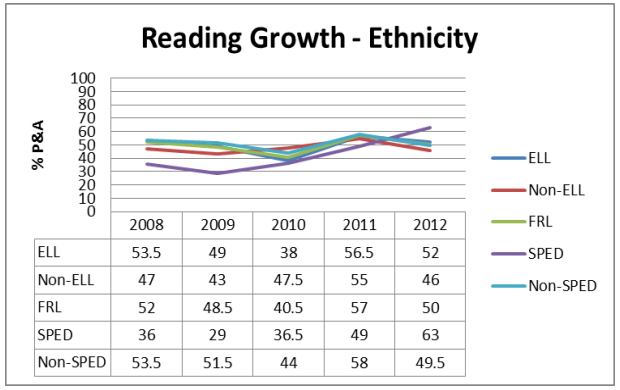
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The percentage of our Special Education students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2010-2012 and is below the state's expectation of 54.		
	 2008 2009 2010 2011 2012 ELL 26 41 38 32 37 Exited ELL 57 72 65 91 83 Non-ELL 32 42 39 33 34 FRL 36 48 42 43 40 SPED 11 16 15 5 11		
	The percentage of our English Language Learners scoring proficient and advanced on the math CSAP/TCAP has decreased and increased from 2009-2012 and is below the state's expectation of 71. The percentage of our Exited English Language Learners scoring proficient and advanced on the math CSAP/TCAP has decreased and increased from 2008-2012 and exceeds the state's expectation of 71. The percentage of our Non-English Language Learners and our Free and Reduced Lunch students scoring proficient and advanced on the math CSAP/TCAP has remained stable from		

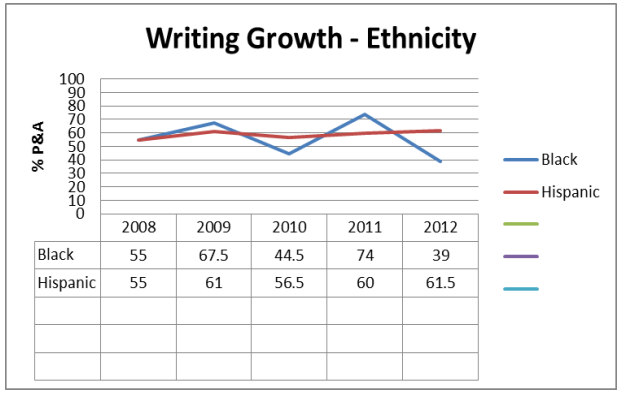
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	2008-2012 and is below the state's expectation of 71. The percentage of our Special Education students scoring proficient and advanced on the math CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 71.		
	 The percentage of our English Language Learners scoring proficient and advanced on the science CSAP/TCAP has remained stable from 2008-2012 and is below the state's expectation of 48. The percentage of our Non-English Language Learners scoring proficient and advanced on the science CSAP/TCAP has increased and decreased from 2008-2012 and is below the state's expectation of 48. The percentage of our Free and Reduced Lunch Students scoring proficient and advanced on the science CSAP/TCAP has increased and decreased from 2008-2012 and is below		

	2008	2009	2010	2011	2012
ELL	0	0	0	0	7
Exited ELL					
Non-ELL	4	12	12	6	7
FRL	4	11	6	10	10
SPED					

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	the state's expectation of 48.		
Academic Growth	 2008 2009 2010 2011 2012 Reading 52 47.5 41 56.5 51 Writing 55.5 61 56.5 61 57 Math 38.5 69 46 60 57 The median growth percentile for our students on the reading CSAP/TCAP has remained stable from 2008-2012 and is one point above the state's median of 50. The median growth percentile for our students on the writing and math CSAP/TCAP has decreased and increased from 2008-2012 and is above the state's median of 50.	The median growth percentile for our students on the reading CSAP/TCAP has remained stable from 2008-2012 (52, 47.5, 41, 56.5, 51) and has dropped below the state's median of 50 twice in the last five years.	We lack consistency around the implementation of best practices during our flooding block. We lack common unit planning time to address standards-based practices, instructional goals, and progress monitoring.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 2009 2010 2011 2012 CELA 50 43 51 52 The overall median growth percentile for students on the CELA has increased from 2010-2012 and is above the adequate growth percentile of 43.		
Academic Growth Gaps	 2008 2009 2010 2011 2012 Black 48 53 48 58 44 Hispanic 53 47 38 56 51	The median growth percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (53.5, 49, 38, 56.5, 52) and has dropped below the state's median of 50	We have not named and implemented strategies to meet the needs of our English Language Learners.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The median growth percentile for our Black students on the reading CSAP/TCAP has increased and decreased from 2008 to 2012 and is currently below the state's median of 50. The median growth percentile for our Hispanic students on the reading CSAP/TCAP has increased and decreased from 2008 to 2012 and is above the state's median of 50.	twice in the last five years.	
	 2008 2009 2010 2011 2012 ELL 53.5 49 38 56.5 52 Non-ELL 47 43 47.5 55 46 FRL 52 48.5 40.5 57 50 SPED 36 29 36.5 49 63 Non-SPED 53.5 51.5 44 58 49.5 The median growth percentiles for our English Language Learners, Non-English Language Learners, and our Free and reduced lunch students on the reading CSAP/TCAP have remained stable from 2008 to 2012 with our Non-English Language Learners below the state's median of 50 and the other two groups above. The median growth percentile for our Special Education Students on the reading CSAP/TCAP has increased each year from 2009-2012 and is above the state's median of 50.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	The median growth percentile for our Non-Special Education Students on the reading CSAP/TCAP has decreased and increased each year from 2008-2012 and is below the state's median of 50.		
	 2008 2009 2010 2011 2012 Black 55 67.5 44.5 74 39 Hispanic 55 61 56.5 60 61.5 The median growth percentile for our Black students on the writing CSAP/TCAP has increased and decreased from 2008 to 2012 and is currently below the state's median of 50. The median growth percentile for our Hispanic students on the writing CSAP/TCAP has increased from 2010 to 2012 and is currently above the state's median of 50.		

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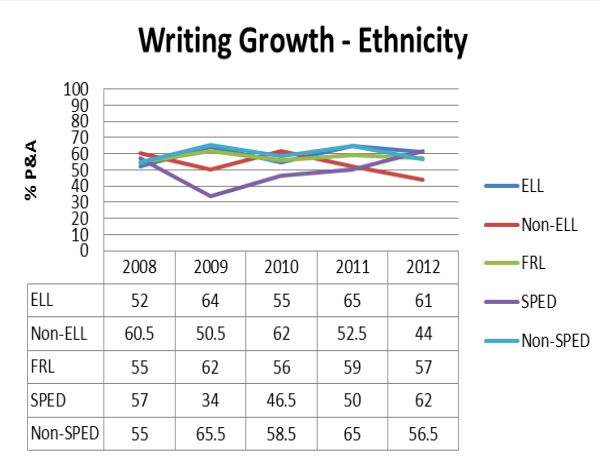
Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes

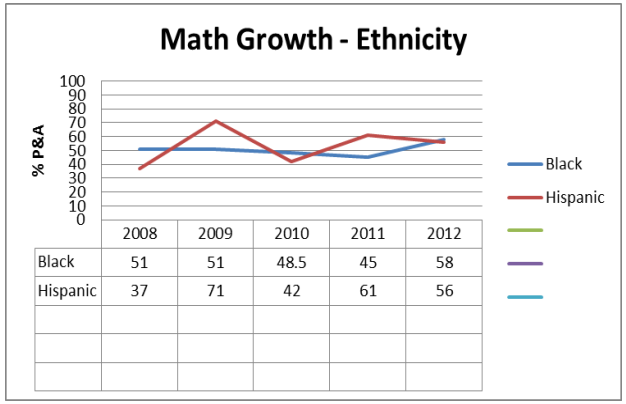


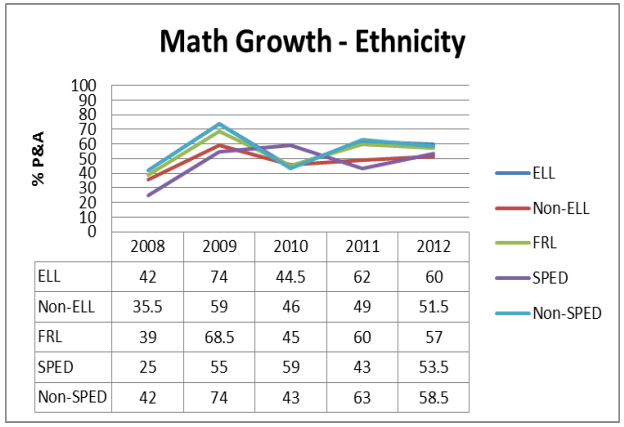
	2008	2009	2010	2011	2012
ELL	52	64	55	65	61
Non-ELL	60.5	50.5	62	52.5	44
FRL	55	62	56	59	57
SPED	57	34	46.5	50	62
Non-SPED	55	65.5	58.5	65	56.5

The median growth percentiles for our English Language Learners, Free and Reduced Lunch Students, and Non-Special Education Students on the writing CSAP/TCAP have increased and decreased from 2008 to 2012 and are above the state's median of 50.

The median growth percentile for our Non-English Language Learners has decreased from 2010 to 2012 and is below the state's median of 50.

The median growth percentile for our Special Education Students has increased from 2009 to 2012 and is aboveS the state's median of 50.

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 The median growth percentiles for our Black and Hispanic students on the math CSAP/TCAP has increased and decreased from 2008 to 2012 and are currently above the state's median of 50.		

Performance Indicators	Description of Notable Trends (3 years of past state and local data)	Priority Performance Challenges	Root Causes
	 2008 2009 2010 2011 2012 ELL 42 74 44.5 62 60 Non-ELL 35.5 59 46 49 51.5 FRL 39 68.5 45 60 57 SPED 25 55 59 43 53.5 Non-SPED 42 74 43 63 58.5 The median growth percentiles for our English Language Learners, Free and Reduced Lunch Students, and Non-Special Education Students on the math CSAP/TCAP have increased and decreased from 2008 to 2012 and are above the state's median of 50. The median growth percentile for our Non-English Language Learners has increased from 2008 to 2012 and is above the state's median of 50. The median growth percentile for our Special Education Students has increased from 2008 to 2012 and is above the state's median of 50.		
Post Secondary & Workforce Readiness	N/A		

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Data Narrative for School

Directions: Building on the data organized in Worksheet #1 and Worksheet #2, describe the process and results of the data analysis for the school, including review of prior years' targets, trends, priority performance challenges and root cause analysis. The narrative should address each aspect of the descriptions below. The narrative should not take more than five pages.

Data Narrative for School

Description of School Setting and Process for Data Analysis: Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).	**Review Current Performance:** Review the SPF and document any areas where the school did not meet state/ federal expectations. Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.	**Trend Analysis:** Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison to state expectations or trends to indicate why the trend is notable.	**Priority Performance Challenges:** Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-4 are recommended. Provide a rationale for why these challenges have been selected and takes into consideration the magnitude of the school's over-all performance challenges.	**Root Cause Analysis** Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data.

Description of School and Process for Data Analysis

(Include a brief description of the school, the process for developing the UIP, and who participated in the data analysis such as parents, school staff, and program administrators such as Early Reading First or Head Start.)

Harrington K-6 is in the Near Northeast region of Denver Public Schools District. The demographics are: 76% Hispanic; 20% African America and 4% other. Harrington is a Title I TNLI school with a free/reduced lunch rate that hovers in the high 90th percentile.

In developing our UIP we included our leadership team, faculty, parent group, and Collaborative School Committee as we looked at data, identified trends, root causes, and developed our action plan.

Review Current Performance

(Identify where you did not meet expectations in status, growth, and growth gaps. Reference the state and district SPFs and section I of this template. Describe whether or not you met the targets you set last year in status, growth and growth gaps, what those targets were, and how far away you were from your goals.)

On August 23, 2012 our staff convened to review last year's targets. Our results are as follows: We do not meet expectations for status; we meet expectations for growth and growth gaps.

Performance Indicators	Targets for 2011-12 school year (Targets set in last year's plan)	Performance in 2011-12? Was the target met? How close was school in meeting the target?	Brief reflection on why previous targets were met or not met.
Academic Achievement (Status)	By the end of the 2011-2012 school year, 34% of third – fifth grade students will score proficient or advanced on TCAP reading.	By the end of the 2011-2012 school year, 32% of third – fifth grade students were proficient or advanced on TCAP reading. We missed our target by 2 points.	6th graders in reading: challenge that students are many years behind; we need more support for all teachers.
	By the end of the 2011-2012 school year, 34% of third – fifth grade students will score proficient or advanced on TCAP reading.	By the end of the 2011-2012 school year, 32% of third – fifth grade students were proficient or advanced on TCAP reading. We missed our target by 2 points.	
	By the end of the 2011-2012 school year, 43% of sixth grade students will score proficient or advanced on TCAP reading.	By the end of the 2011-2012 school year, 38% of sixth grade students were proficient or advanced on TCAP reading. We missed our target by 5 points.	
Academic Growth	By the end of the 2011-2012 school year, our median growth percentile will be 63.	By the end of the 2011-2012 school year, our median growth percentile was 51. We missed our target by 12 points.	
Academic Growth Gaps	By the end of the 2011-2012, our median growth percentile for our English Language Learners will be 64.	By the end of the 2011-2012, our median growth percentile for our English Language Learners was 52. We missed our target by 12 points.	

Trend Analysis

*(Talk about what data you analyzed including relevant local performance data such as STAR and Interims. Consider comparing school and district data. Describe trends you noticed including negative trends (priority performance challenges.) Be explicit about which indicator the trend refers to (status, growth, growth gaps.) Include analysis of data at a more detailed level than presented in the SPF report including **all** students (for example, within a cohort, within a grade level, within a disaggregated group).*

On August 23, 2012, the whole staff convened to examine TCAP status and growth reports across content areas. We noted the following trends:

The percentage of Exited English Language Learners who scored proficient or advanced on the reading TCAP increased from 43% to 87% between 2008 and 2012.

The percentage of students at our school who scored proficient or advanced on the math TCAP/CSAP declined from 49% to 40% between 2009 and 2012 dropping 9% below the minimum state expectation of 54.

The percentage of males who scored proficient or advanced on the reading TCAP has increased from 22 to 28 between 2008 and 2012.

The median growth percentile for 6th grade math has remained consistent at 70 or higher since 2009.

Please see the trends column on the data analysis worksheet for a complete list.

Priority Performance Challenges

(Explain how you prioritized performance challenges. Include at least one priority performance challenge for each indicator for which minimum expectations were not met. Specify priority disaggregated groups in detail such as for a cohort of students, a grade level, or within a sub-content area.)

On September 17, 2012, the School Leadership Team (SLT) examined a visual representation of our trends data across content areas and subgroups. We captured our observations, applied the REAL criteria, and agreed upon the following priority performance challenges:

	Reading				Writing				Math				Science	
	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend	TCAP Growth	Trend	TCAP Stat	Trend
Overall	33	→	51	→	23	→	57	→	40	↓	57	incon	10	→
Grade K														
Grade 1														
Grade 2														
Grade 3	38	↑			26	↑			37	incon				
Grade 4	24	incon	42	incon	8	incon	40.5	incon	41	↓	57	incon		
Grade 5	36	→	46	↓	38	↑	67	↑	38	→	41.5	incon	10	→
Grade 6	38	→	68	incon	26	incon	63	incon	47	incon	70	incon		
Grade 7														
Grade 8														
Black	38		44	incon	26		39	incon	38		58	incon		
Hispanic	31		51	incon	21		61.5	↑	39		56	incon	13	
White														
Male	28	↑			16	→			42	→			4	incon
Female	39	→			31	→			39	↓			15	incon
FRL	33	→	50	incon	23	incon	57	→	40	↓	57	incon	10	→
Non-FRL														
ELL	23	↑	52	incon	16	↑	61	incon	37	incon	60	incon	7	→
Exited ELL	87				57				83					
Non-ELL	35	→	46	incon	24	→	44	↓	34	↓	51.5	incon	15	→
SPED	0	↓	63	incon	3	→	62	↑	11	→	53.5	incon		
Non-SPED	40	→	49.5	incon	27	→	56.5	incon	46	↓	58.5	incon	12	→

Status:
The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2008-2012 (31, 31, 30, 28, 33) with the most recent score being 38 points below the state's expectation.

Growth:

The median growth percentile for our students on the reading CSAP/TCAP has remained stable from 2008-2012 (52, 47.5, 41, 56.5, 51) and has dropped below the state's median of 50 twice in the last five years.

Growth Gaps:

The median growth percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (53.5, 49, 38, 56.5, 52) and has dropped below the state's median of 50 twice in the last five years.

Root Cause Analysis

(Name the root causes for each of your priority performance challenges. Make sure the causes are ones the school can control and that they reflect the analysis of multiple types of data. Consider broad, systemic root causes if the school did not meet expectations on a large number of indicators. Explain how you identified and verified (with more than one data source) root causes and how stakeholders were involved.)

Root cause analysis was conducted as a two-part conversation. Part I involved the entire school staff on September 26, 2012. We presented the priority performance challenges and generated all possible explanations for status, growth, and growth gaps. We then removed explanations that we could not control or were not supported by data. We consolidated and named the remaining explanations in sentences crafted as deficits (we lack/do not have/have not mastered.) Some of the possible root causes we generated were as follows:

- We lack test taking strategies
- We lack common unit planning time to address standards-based practices, instructional goals, and progress monitoring.
- We have not named and implemented strategies to meet the needs of our English Language Learners.
- We lack instruction/training that is data-driven.
- We lack support for new students coming in without English.
- We do Avenues only in grades K-2.

The SLT then convened on October 2, 2012, to begin prioritize the remaining items and to examine "why." The following root causes were identified:

- We lack consistency around the implementation of best practices during our flooding block.
- We lack common unit planning time to address standards-based practices, instructional goals, and progress monitoring.
- We have not named and implemented strategies to meet the needs of our English Language Learners.

We then verified the root causes through teacher conversations and classroom observations.

ONGOING

Interim Measures

(For each interim measure you identified in the Action Plan, examine and describe results. Indicate next steps that will happen as a result of examining this data, and make any relevant changes to your action plan.

At a minimum, consider the following points in the year for review of data based on availability of results:

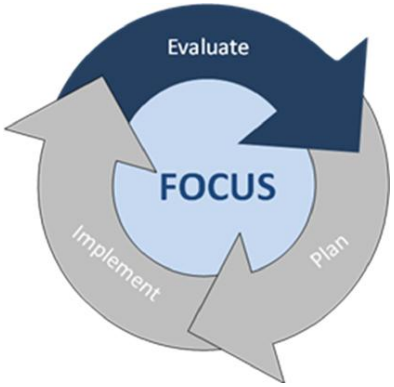
January: STAR, Math Interim, Reading Interim (optional), CBLA data, additional informal data

April: CELA, additional informal data

May: third grade TCAP, CoAlt, STAR, Math Interim, Reading Interim, Writing interim, CBLA data, additional informal data

Section IV: Action Plan(s)

This section addresses the "plan" portion of the continuous improvement cycle. First, you will identify your annual performance targets and the interim measures. This will be documented in the required School Target Setting Form below. Then you will move into action planning, which should be captured in the Action Planning Form.



School Target Setting Form

Directions: Complete the worksheet below. While schools may set targets for all performance indicators, at a minimum, they must set targets for those priority performance challenges identified in Section III (e.g., by disaggregated student groups, grade levels, subject areas).

Schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. At a minimum, schools should set targets for each of the performance indicators where state expectations are not met – in each area where a priority performance challenge was identified; targets should also be connected to prioritized performance challenges. Consider last year's targets (see Worksheet #1) and whether adjustments need to be made. For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.

School Target Setting Form

Performance Indicators	Measures/ Metrics		Priority Performance Challenges	Annual Performance Targets 2012-13	Annual Performance Targets 2013-14	Interim Measures for 2012-13	Major Improvement Strategy
Academic Achievement (Status)	TCAP/CSAP, CoAlt/CSAPA, Lectura, Escritura	R	The percentage of our students scoring proficient and advanced on the reading CSAP/TCAP has remained stable from 2008-2012 (31, 31, 30, 28, 33) with the most recent score being 38 points below the state's expectation.	The percentage of our elementary students scoring proficient or advanced on the reading TCAP will be 42. The percentage of our middle school students scoring proficient or advanced on the reading TCAP will be 49.	The percentage of our elementary students scoring proficient or advanced on the reading TCAP will be 49. The percentage of our middle school students scoring proficient or advanced on the reading TCAP will be 55.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and	We will consistently implement best practices during our flooding block. We will engage in common unit planning to address standards-based practices, instructional goals, and progress monitoring.

						May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
		S					
Academic Growth	Median Student Growth Percentile (TCAP/CSAP & CELApro)	R	The median growth percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (53.5, 49, 38, 56.5, 52) and has dropped below the state's median of 50 twice in the last five years.	The median growth percentile for our students on the reading TCAP will be 52.	The median growth percentile for our students on the reading TCAP will be 55.	DRA2/EDL2 baseline data will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of	We will consistently implement best practices during our flooding block. We will engage in common unit planning to address standards-based practices, instructional goals, and progress monitoring.

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						students making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of students making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
		ELP					
Academic	Median	R	The median growth	The median growth		DRA2/EDL2 baseline data	We will name and

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Growth Gaps	Student Growth Percentile		percentile for our English Language Learners on the reading TCAP/CSAP has decreased and then increased from 2008-2012 (53.5, 49, 38, 56.5, 52) and has dropped below the state's median of 50 twice in the last five years.	percentile for our English Language Learners on the reading TCAP will be		will be collected and reviewed by teachers and school administrators in September. Individual students' DRA2/EDL2 levels will be continuously monitored by the classroom teacher through running records and guided reading lessons. End of year DRA2/EDL2 data will be collected and reviewed by teachers and school administrators in May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per DRA2/EDL2 guidelines. STAR baseline data will be collected and reviewed by teachers and school administrators prior to the October benchmarking window. STAR will be administered and reviewed by teachers and school administrators during benchmarking windows in October, December, and May. We expect to see 100% of English Language Learners making at least one year's worth of growth as per Renaissance STAR Early Literacy and STAR	implement strategies to meet the needs of our ELLs.

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						Reading guidelines. Teachers will review formative classroom assessment data at weekly data team meetings. We expect to see progress in line with established SMART goals.	
		M					
		W					
Post Secondary & Workforce Readiness	Graduation Rate		N/A				
	Disaggregated Grad Rate						
	Dropout Rate						
	Mean ACT						

Action Planning Form for 2012-13 and 2013-14

Directions: Identify the major improvement strategy(s) for 2012-13 and 2013-14 that will address the root causes determined in Section III. For each major improvement strategy, identify the root cause(s) that the action steps will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. In the chart below, provide details about key action steps necessary to implement the major improvement strategy. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

Major Improvement Strategy #1: We will develop a systematic way to plan and communicate about our guided reading intervention block.
Root Cause(s) Addressed: We lack consistent communication and collaborative planning time around supporting core instruction during our flooding block.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ School Plan under State Accountability ☑ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	**Timeline** (2012-13 and 2013-2014)	**Key Personnel***	**Resources** (Amount and Source: federal, state, and/or local)	**Implementation Benchmarks**	**Status of Action Step*** (e.g., completed, in progress, not begun)
We will create a communication board for classroom teachers and flooding personnel. Upon completion of backward design unit plans grade levels will post their unit plan including the CCSS focus, pre/post assessments, graphic organizers, weekly learning goals, content language objectives and progress monitoring supports. Flooding personnel will have access to this information and will use this to guide their lesson planning.	November 2012 and ongoing	**Humanities Facilitator** **Teacher Effectiveness Coach** Principal Assistant Principal Ritchie Intern All teaching staff	Bulletin board materials $80 – General Fund Title I Funds for Facilitator	100% of teachers involved in the flooding block will be observed using a rubric to determine whether identified content is transferring to instruction.	In progress
School leaders will progress monitor flooding instruction by conducting walkthroughs to collect evidence supporting alignment with the backward design unit. Overall results will be communicated via staff meetings.	November 2012 February 2013 May 2013	**School Administrators**	Rubric	100% of teachers involved in the flooding block will be observed using a rubric to determine whether identified content is transferring to instruction.	Not begun

The flooding personnel working with each grade level will have common planning once a week to unpack the backward designed units and supports created by the grade level teachers. With the support of the Humanities Facilitator and TEC they will gain an understanding into the CCSS focus, pre/post assessments, graphic organizers, weekly learning goals, content language objectives and progress	Weekly 2012-2013 and 2013-2014	**Humanities Facilitator** **Teacher Effectiveness Coach** Principal Assistant Principal Ritchie Intern All teaching staff	Title I Funds for Facilitator	100% of teachers involved in the flooding block will be observed using a rubric to determine whether identified content is transferring to instruction.	In progress

* Note: These two columns are not required to meet state or federal accountability requirements, although completion is recommended. "Status of Action Step" may be required for certain grants (e.g., Tiered Intervention Grant).

Major Improvement Strategy #2: We will engage in common unit planning to address standards-based practices, instructional goals, and progress monitoring.
Root Cause(s) Addressed: We lack common unit planning time to address standards-based practices, instructional goals, and progress monitoring.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ School Plan under State Accountability ☑ Title I Schoolwide or Targeted Assistance Plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	**Timeline** (2012-13 and 2013-2014)	**Key Personnel***	**Resources** (Amount and Source: federal, state, and/or local)	**Implementation Benchmarks**	**Status of Action Step*** (e.g., completed, in progress, not begun)
Using a school wide schedule, we will conduct weekly facilitated eighty minute common grade level planning focused on using the CCSS to backwards design literacy units. We will establish a backwards design unit checklist to include the CCSS addressed, pre/post assessments, graphic organizers, weekly learning goals, content language objectives and progress monitoring supports.	Weekly 2012-2013 and 2013-2014 monitored 3x per year	Humanities Facilitator (TEC) Teacher Effectiveness Coach **Principal** **Assistant Principal** Ritchie Intern All teaching staff	Title I Funds for Facilitator	School leaders will use the backwards design unit checklist to identify completion of units for all grades 1-6 before teaching begins.	In progress
School leaders will use the backwards design unit	Every 6 weeks	School Administrators	Checklist	School leaders will use	In progress

checklist to identify completion of units for all grades 1-6 before teaching begins.	(by unit)			the backwards design unit checklist to identify completion of units for all grades 1-6 before teaching begins.	

Major Improvement Strategy #3: We will name and implement strategies to meet the needs of our ELLs.
Root Cause(s) Addressed: We have not named and implemented strategies to meet the needs of our English Language Learners.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ School Plan under State Accountability ☑ Title I Schoolwide or Targeted Assistance plan requirements ☐ Title I Focus School Plan requirements
☐ Application for a Tiered Intervention Grant (TIG) ☐ Improvement Support Partnership (ISP) or School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	**Timeline** (2012-13 and 2013-2014)	**Key Personnel***	**Resources** (Amount and Source: federal, state, and/or local)	**Implementation Benchmarks**	**Status of Action Step*** (e.g., completed, in progress, not begun)
Within the structure of the weekly grade level backwards design unit planning we will use the CLO planning page to ensure our weekly objectives include basic language to demonstrate understanding (forms).	Weekly 2012-2013 and 2013-2014 monitored	**Humanities Facilitator** **(TEC) Teacher Effectiveness Coach** Principal Assistant Principal Ritchie Intern All teaching staff	Planning page	School leaders will use the backwards design unit checklist to identify incorporation of objectives for all grades K-6 before teaching begins.	In progress
Plan ways to communicate objectives to students in a "kid-friendly" way.	2012-2013 ongoing	**Humanities Facilitator** **(TEC) Teacher Effectiveness Coach** Principal	None	Meeting notes from every six weeks will show evidence of conversation about communicating objectives to students.	Not begun

		Assistant Principal Ritchie Intern All teaching staff			
Observe communication of learning objectives.	3x per year December 2012 February 2013 May 2013	School Administrators	Observation sheet	100% of K-6 classrooms will be observed using an observation tool to gather evidence of objective communication.	Not begun.

Section V: Appendices

Some districts/consortia will need to provide additional forms to document accountability or grant requirements:

- Title I Schoolwide Program (Required)
- Title I Targeted Assistance Program (Required)
- Additional Requirements for Turnaround Status Under State Accountability (Required)

Section V: Supporting Addenda Forms

For Schools Operating a Title I Schoolwide Program

- Schools that participate in Title I must use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) assurances, (2) descriptions of the requirements or (3) a cross-walk of the Title I program elements in the UIP.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are parents and school staff involved in the development of the improvement plan?		Section III: Data Narrative (p. 7)	See page 15

What are the comprehensive needs that justify the activities supported with Title I funds?		Section III. Data Narrative (p. 7) and Section IV. Action Plan (p. 10)	*Note: This section should be fully described in the UIP data narrative and aligned with Title I activities listed in the action plan. Just provide the page numbers here for reference.* *See page 14*
What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?		Section IV: Action Plan (p. 10)	*Note: This requirement should be fully described in the UIP action plan. The school may add additional "major improvement strategies" as needed. Just provide the page numbers here for reference.* *See pages 21-24*
All core content teachers are highly qualified.	☐ Yes ☐ No		
How are highly qualified teachers recruited and retained?		Section IV: Action Plan (p. 10)	We have a 3 round hiring process: interview with the Personnel Sub committee followed by a teacher observation in the classroom. The last step is an interview with the grade level teachers. A strong supportive school culture and the benefit of the Hard to Serve bonus make teachers feel valued for their hard work.

Description of Title I Schoolwide Program Requirements	Assurance	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
How are student and staff needs used to identify the high quality professional development?		Section IV: Action Plan (p. 10) and Section III: Data Narrative (p. 7)	Student data such at TCAP, STAR, Surveys, DRA etc. is collected and analyzed intensively three times a year. The data trends are identified and drive professional development.
The school's Parent Involvement Policy (including the Parent Compact) is attached.	☑ Yes ☐ No		
How does the school assist in the transition of preschool students from early childhood programs to local elementary school programs?		Section IV: Action Plan (p. 10)	Our in-house Early Childhood program provides a seamless transition for students moving from ECE to Kindergarten.
How will the UIP (including the Title I requirements) be annually evaluated for effectiveness and include the participation of parents?		Section IV: Action Plan (p. 10)	Our SLT and CSC will review the UIP three times a year to progress our implementation of Action Steps.
How are Title I funds used in coordination with other ESEA funds, as well as state and local funds?		Section IV: Action Plan (p. 10), Resource Column	*Note: This requirement should be fully addressed in the UIP action plan. Provide details in the resource column. Just provide the page numbers here for reference.* See pages 21-24

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DENVER PUBLIC SCHOOLS
Harrington K-6 BEACON School

Student/Teacher/Parent/Principal Promise

Parent/Guardian Promise:

I want my child to understand that learning is the MOST important job that he or she has at school. Therefore, I will encourage my child by doing the following:

- Be available to discuss my child's progress with his/her teacher and commit to attend Back to School Night or another school function and the two Parent/Teacher conferences scheduled in the school year.
- See that my child is on time and attends school 97% of the time or 168 of the 173 days of school!
- Support the school in its efforts to have a safe learning environment through the use of Time To Teach (refocusing) and our BIG DO's:
Work Hard; Learn A Lot; and Have Fun.
- Establish a time and place for my child to complete homework and monitor my child's time spent reading.
- Be accessible to my child's teacher through updated contact numbers.

Signature_____

Student Promise:

I understand that learning is the most important job I have at school. I, therefore, promise to:

- Attend school every day and be on time.
- Come to school with the supplies and attitude to Work Hard, Learn A Lot, and Have Fun.
- Complete and return homework when it is due and ask for help when I don't understand my work.
- Read for 30 minutes every day outside of school time.
- Give my Important Paper Folder (Thursday folder) to my family.

Signature_____

Teacher Promise:

Since your learning, as a student, is the most important job that I have at our school, I promise to support you and your parents by:

- Holding you to high expectations so that you will learn the things necessary to help you be successful now and in life so that you choose to go to college.
- Provide a safe, nurturing environment where you can Work Hard, Learn a Lot, and Have Fun.
- Encourage you and your parents to stay informed about your progress by maintaining regular communication.

Signature_____

Principal Agreement:

The most important job I have at our school is to make sure that you, as a student, are learning everything you need to know in order to be successful so that you can go to college. I, therefore, promise you, your parents, and your teachers to maintain high expectations in an environment that is safe and respectful.

Signature_____